

ФИЛОЛОГИЧЕСКОЕ ОБРАЗОВАНИЕ В ШКОЛЕ И ВУЗЕ



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The problem of story interpretation and its influence to child in early childhood

Deep hit is presenting the stories were presented in childhood more than truths which are explained at the real life ".

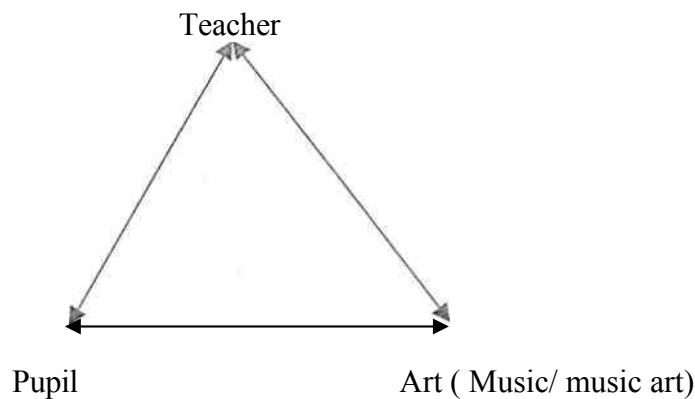
(Shiller)

The last decade in R. Macedonia occur important change in planing, programming and in the realization of the educationally contents in all of the levels. In those frames, especially up to 1994, the changes in early and in the primary education are visible through implementation of already known models: " Step by step", and " Active teaching - interactive learning". This has contributed educational groups from early and primary education, to be change structurally and to give good results in educational, ethical, psychological and esthetical plan.

Using new design curriculum and the dynamic of their implementation, traditional model is almost reduced, but new creative model is preparing child in person who will become very soon one active consumer and inventive artist through interpretation of contents by literary and music content from one side, to langue and literary contents from the other side.

One of the most beautiful reading books for education with ethical and esthetical value for the children in the early child education at the family and in the kindergarten is the story. The reason for this is that this literary genre is besides everything, story is written on special manuscript, with recognizable narrative lingo - stylistic.

So, in the sense of interpretation on: a) time and space, b) actors, c) messages, the story offers the best conditions for spontaneous emission and language frequency cod from one side, existing or curious acceptance of magic didactical triangle:



So, if we set up the question with what should be start of reading during early and school age, the answer is only one - with the story. The basic reason for this course, is because the story like literary zanier, it offer several elements to the pupils for knowing of the internal problems, for real solving of some question important for pupil emotional and intellectual growing and stabilization like persons.

2.

Starting, from people stories and later in the Sharl Pero's, brother Grime's, Hans Kristijan Andersen stories, and later when the base of modern art stories are set up, it is shown that the story exactly has special and primary importance for educational, ethical and estethical child expressions and the expression's of child person.

The story follow the child development. It participates in child person development. The story is a part of the child mental picture. The story is the system which prepare the child for further life, teach him to talk, to think, to love his relative, to do good thing, to love his country.

From the pedagogic point of view, the story has more several layer importance. For example it is connected with a) intellectual development of child person (through enriching of his minds, dictionary, and expressions); b) by emotional sphere (directed through intellectual ethical and estethical education); c) through making conditions for communication with the others. In this directions it is indispensable on a global level in early education to be build one coherent curriculum system for concrete and practical story implementation in the educational process.

But for optimal realization of such system, e.g. to be fulfill the most important condition - the educators should be excellent interpreter with high expressions capabilities. So, we are sure when we said that the way of interpretation of one literal story and its work is real theatre or special artistic ritual.

What are the segments important of the story interpretation?

1. If during perceiving the story, child develops his opinion, its better in stand of: one time - one king - one girl - one man or similar, educators / narrators interpreter to say: rich king, beautiful girl, poor man. With this are given primary directions for person or hero in the story.

2. Its very important the way how interpreter description the main hero / figure and the way of his presentation in front of receptionist eyes.
3. In the eyes of child, listener, and educator should catch existing presentation and picture refilled with special narrative, expressive language or with hero language.
4. Personal view and child relation to the hero process is jurisdicted for their real value.
5. In order to protect the hero, child could propose moderate more acceptable end of the story. This way is more expressed for nai've realism specific for the child psychology.
6. The child expects more optimistic and happy end of the story or to win the eagle, win of the justice, example protection for poor and not protected.
7. Gracious and innocent human hard always forgive. It is directed to upbringing the welfare with which he builds the sense for self-behavior.
8. Educational child action is especially exerted with instruction. It's very expressive when it's presented with specific language of proverb or saying.

Sequentially the problem is set up immediately for the choice of the story like a literature genre. During the choice for story interpretation in early education is very important resume composition which could be used in pedagogical purposes. For example child writer Vidoe Podgorec, very illustrative and impressionable know to explain the story of Macedonian human troubles during the period of Ilinden revolution. With exceptionally impressive expression and sappy still, Podgorec wakes up basic child sense: justice love, welfare love, and beauty love. He is the writer for who is obligatory respect the basic conseptionales rules of the story contents, to offer as a real story. So through the Podgorec's macedonian human seafaring, through the real story for Goce Delcev in the Vanko Nikolevski writing, are borning patriotic tremor that lives durable sign in child's emotional world.

Although our experience said that in our pedagogical practice, is not enough taken of folklore resources, of oral and written human tradition. But, the story is the most appropriate literature genre for patriotic planting and national love.

The story offers some norms of human behavior: humanity love, justice love, pentioned etc. From here in the early age, exactly at the 6 years age, the child hard should be taught to react to the welfare, to comption with weak etc. This are the starting points to the way where the child will be directed to the road to the educational phase when patriotism and humanism are build.

The story has big importance for the education process in early childhood and for the school period of child development. As a meter of fact on that age with specifically language and statement the story offers possibility to see the beauty of art expression, to wake up the esthetical sense and with that procedure to prepare the child for easier perceive and understanding the

complex contents of other literature genres

So, through the world of the story, the child penetrates into the world of great literature, and here it found the perspective of forming their person.

The story educates the child. It includes the ethical, esthetical and creativity in child's spirit. The story strings into the child emotionality, it creates rich child vocabulary, it takes care about child spirit, and it makes the child able for life. With one word - the story is one of the original literatures zanier, which organize the child word and define child thinking from amorphous and diffuse aspect.

If in European and world literature could be directed many stories as a starting point for reading and listening in the early and school age (Snow-white and seven dwarf, Cinderella, Redhead girl) is necessary for macedonian writer/ pedagogy to approach the adaptation or readaptation of existing tradition, and in that context in the one of the longest and one of the most beautiful stories" Siljan stork," written by Marko Cepenkov. That is the story with exceptional composition where are putted specific language with many other proverbs and folklore expressions with useful lesson.

For example; " Shadow, believe that every son and dother who not appreciated their parents were found by God punmshed". Educational component related with esthetic one, should be find out in specific narrative synthesis of realism and phantasm.

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